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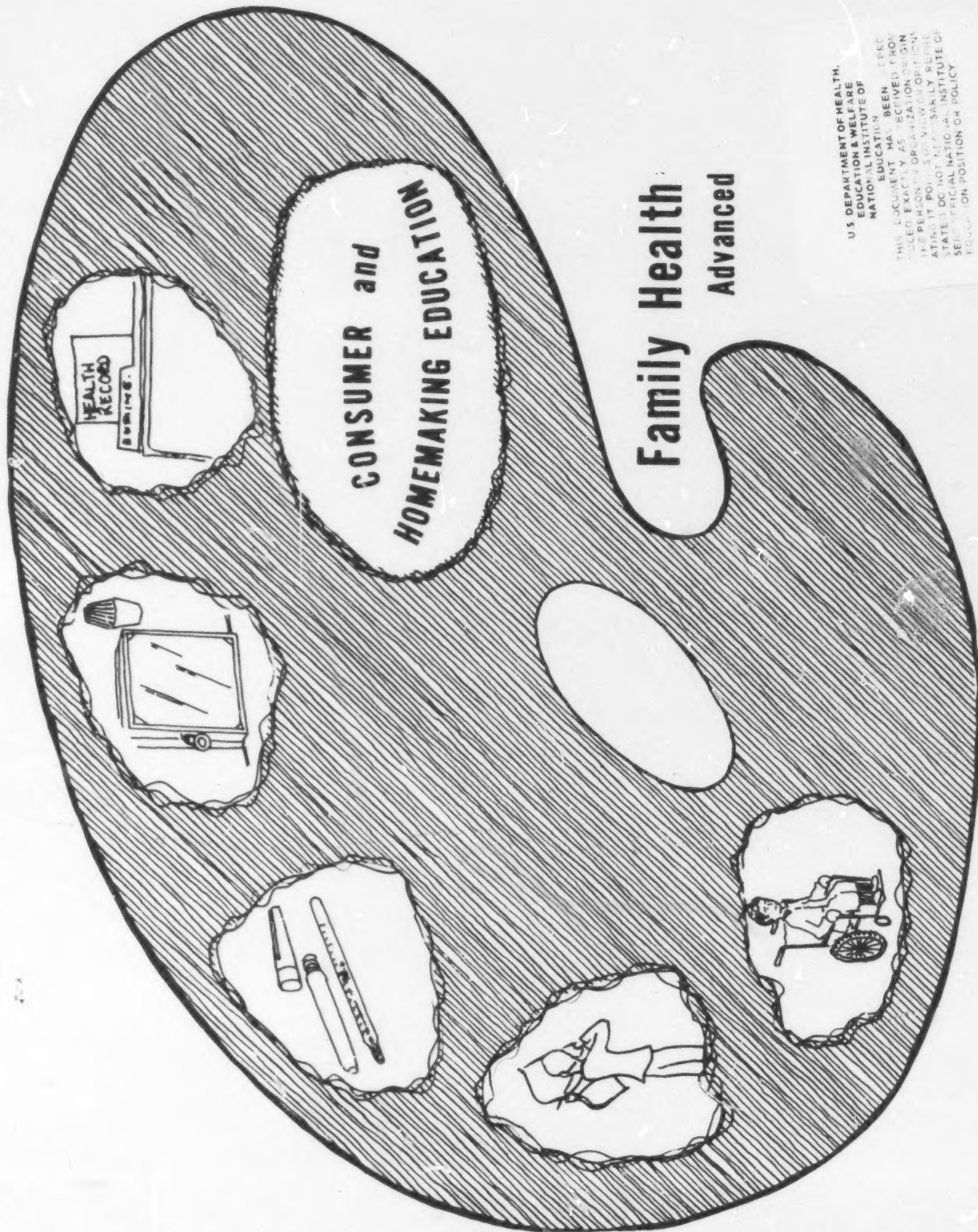
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ABSTRACT

The family health guide, part of a consumer and homemaking education unit, was developed in a 3-week curriculum workshop at Winthrop College in June 1972. The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The concepts examined in the advanced unit for grade 10 include: family health factors, major health problems, home care of the sick, health services and costs for the family, safety measures in the home, and career opportunities in health. Under each concept, three columns list behavioral objectives, learning and evaluation experiences, and teaching resources. (AG)

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CONSUMER and
HOMEMAKING EDUCATION

Family Health
Advanced

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Family Health Curriculum Guide

Draft

Advanced Unit

Prepared by:

State Department of Education
Office of Vocational Education
Consumer and Homemaking Education Section
Columbia, South Carolina 29201

In Cooperation with:

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Use of the Guide

The identified objectives and learning experiences have been developed with basic reference to developmental tasks, needs, interests, capacities, and prior learning experiences of students. The curriculum resource materials serve as the instructional program for all students and are a beginning point for the teacher in planning for the learning of students who may as a group not represent the norm, and who as individuals will reflect a range including both sides of the norm.

With a variety of students in a classroom, it seems imperative for the teacher to develop a plan for learning based upon a prior assessment of the performance status of students relative to the objectives specified. Pre-testing of students and cooperative planning, in relation to objectives and learning experiences are recommended for the homemaking teacher. Many group teaching-learning experiences may be necessary within the classroom but some learners will require individual objectives and learning experiences which may be provided for in numerous ways, including independent study, use of self-paced learning packages, programmed materials, paired-learner teams, and learning contracts.

As the teacher becomes skilled in providing for the individual learning needs of a few learners in each class, she can extend individualization to other learners in a given class. A basic part of the task is for learners to become increasingly independent and self-directive in their own learning which can be achieved only through experience. Both teachers and learners have to learn to function in their respective roles in the process, but the teacher is responsible in educating herself regarding the premises and strategies for individualizing instruction.

Since a basic principle of learning is to start where the learner is, the teacher can be viewed as a learner in seeking methods to individualize instruction. Prior experiences with clothing construction activities, home experiences, cooperative planning, and FHA activities can be analyzed as methods for meeting individual needs. A comparison of the analyses with guidelines from the literature on individualizing instruction may help to decide upon a first step. Taking one step at a time is much more feasible for both teacher and students than is a total immersion into a new change in behavior all at once.

Behavioral Objectives:

Educational objectives are specifications of behavior outcomes or post-instructional behavior sought as a result of teaching-learning experiences. Behaviors sought include a range of intellectual or cognitive behaviors, feeling or affective behaviors, and doing or psychomotor behaviors.

By definition, educational objectives must have two components: behavior, and content or context about which or within which the behavior is. When the objectives are made operational for the instruction of an individual learner or of a given group of learners by a given teacher, two other components may be added to give precision to an objective. The two additional components are the conditions in which the learning is to be demonstrated and standards of performance to be achieved.

Making an educational objective operational also call for stating the behavior component in action terms or in verbal or non-verbal observable behavioral terms. For example, "Know sources of vitamin C" is made operational when it is specified as "List sources of vitamin C" or "State sources of vitamin C." The act of listing or stating is an observable evidence of knowing. Another condition of the educational objective is that it be stated in reference to the learner. It is understood that an objective which states "Determines the best buy among three different size boxes of X brand detergent" means that the learner is to determine the best buy.

The objectives in the following curriculum materials are written in behavioral terms but are not fully operational since conditions and performance standards are not specified. The overall or terminal objectives stated for the major concept areas are supported by selected enabling objectives. Teachers may make the enabling objectives fully operational by structuring the conditions in which the learning will be demonstrated and the criteria or standard for successful performance. For example, the objective column might read "Evaluate house plans." Since evaluation involves use of relevant criteria to a situation, the teacher must establish the situation or condition. A possible condition might be specified as "Given three house plans and a description of the Burton family and using the criteria established in class, . . ." The next step is to state the observable behavior. In this example, "select" seems appropriate. The objective in complete form may read:

Given three house plans and a description of the Burton family, select the best house plan for the Burtons using the criteria established in class. State the basis for choice relative to each criterion.

Success in this example is the performance of the task as specified.

Learning Experiences:

A learning experience is the activity engaged in by the learner to learn. Learning occurs only through learner experience and through reflection upon the experience. The selected learning experiences in these materials are written with this premise in mind. The teacher can look at the learning experiences and determine her role as facilitator of the students' experiencing so that they may learn. For instance, a learning experience reads "Analyze a supply of pictures of housing . . ." The teacher's task is to provide a supply of pictures that represents the range of qualities for which the pictures are to be analyzed.

Interest Approaches

An "interest approach" or motivational device is a teaching technique which serves to establish a classroom climate conducive to learning. The interest approach is a brief learning activity for a daily lesson which serves to introduce the topic of the lesson and establish a positive emotional climate. An interest approach is not the main learning experience and is not intended to teach a concept, but rather to set the stage for learning.

Knowledge of the multiple, diverse nature of adolescents indicates that a teacher cannot expect a student to come into the classroom from immediately prior activities and be mentally and emotionally prepared to participate in particular learning experiences. Students do not come into classrooms from a sterile vacuum but they come from homes, classrooms, libraries, and/or from other environments of intimate relationships. Their experiences run the gamut of positive to negative, compelling to repelling, or exciting to boring. It is the responsibility of the teacher to attempt to establish a common focus and a climate within the classroom to facilitate learning the objectives for the daily lesson.

The technique of the interest approach not only serves to provide a mutual climate of interest and thought for the classroom but the technique should elicit participation by all class members. A shy, reticent student often learns to participate in groups through an interest approach activity even though the student would not participate in a learning experience.

Examples of interest approaches are as follows:

1. Family Life Education: One Minute Role Play with Unfinished Ending.

Two Students. Teacher established setting.
First Student: "Elaine, I thought you and Bill went steady. Why is he sitting in the lunchroom with Jackie?"
Second Student: "He better NOT be! Wait until I see him! I'll . . ."
Class completes sentence.
2. Home Furnishings: Work Simplification.

Ask each student to slide to front of desk, slide to right side, to left side, and back to original position. Thank them for helping to use management principle and dust twenty (substitute class number) chairs quickly.

3. Consumer Education: Case Problem.

Secure a month's canceled checks of individual. Read to whom and amount for which check was written and for what purpose. Students describe persons who wrote check regarding sex, age, education, employment, marital status, etc.

4. Child Development: Toss Ball.

Students stand. Ask a question. Toss ball. Student who catches ball answers question; student asks another question and tosses to another student to answer. Students are alert since it is not known to whom the ball is to be thrown. Good review since student must answer one question and ask another.

Other suggestions which may apply to many content areas and may be adapted for use in a variety of methods are as follows: tasting parties, crossword puzzles, magic squares, word sentences, equipment tray, connect-the-dot pictures, poems, short stories, cartoons, ink dot identification, paper item construction, scavenger hunt, slides, dress costume, hat parade, altered Bingo games, altered Scrabble games, developmental collage, questions taped under chairs, price guessing, surprise box, mobile construction, spelling bee, maze, incomplete story, and problem-solving case study.

An interest approach is most likely to establish a classroom climate conducive to learning if . . .

. . . it is of short duration.

. . . it involves every class member.

. . . it is a pleasant and interesting activity.

. . . it introduces the topic of the daily lesson.

. . . the teacher is enthusiastic and energetic about the idea.

Estimated Length of Units and Courses
Consumer and Homemaking Education for Secondary School

Area	Basic Unit Grade 9	Advanced Unit Grade 10	Semester Course Grades 10, 11, and 12
Career Opportunities	2	3	--
Child Development	6	-	18
Clothing and Textiles	8	8	18
Consumer Education	-	4	18
Family Health	-	3	--
Family Life Education (Personal and Family Relationships)	7	4	18
Foods and Nutrition	8	8	18
Housing and Home Furnishings	5	6	18
Total Weeks	36	36	

10/11

Family Health

Rationale

Man always has been concerned with his well-being, but many unknown factors and superstitions often have prevented the accomplishment of the goal of good health. Even in modern societies, ignorance and superstition still exist while pressures of these societies have added to complexities in both physical and emotional phases of health. Constant mobility and closeness of living have caused problems which do not exist in underdeveloped countries. People are experiencing cardiovascular diseases brought about by stress, pollution and rapid change. Communicable diseases, genetic defects, drug abuse and dietary illnesses are factors which still plague our population. Teenagers in particular are likely to be malnourished, and, as a result, develop symptoms of overweight, underweight, acne and anemia which easily can lead to increasingly serious complications later in life.

Teenagers are faced with the socially created problems of alcohol and drugs, and they often do not have enough insight to realize the implications of indulgence. Consequently, in an effort to be accepted by peers or to escape from difficult problems, drugs may be used indiscriminately and may do irreparable damage to their health.

Society has a responsibility to educate young people about health and to encourage them to develop desirable health attitudes toward sound health practices and seek reliable and professional help to maintain health, to cure disease, and to relieve pain.

When persons become ill, family members need to know that the responsibilities of the ill will shift to others in the family. Teenagers can aid greatly under these circumstances to help sick members and see that the household runs smoothly.

Health costs are important to all family members. Lack of knowledge can cause much hardship if families are not prepared for illness and have little understanding of health services available to them. A portion of this unit is devoted to the study of health costs and services so that families might seek proper help and be better prepared to meet emergencies.

Family Health

Advanced Unit

Grade: 10

Estimated Length of Unit: 3 Weeks

Concepts:

- I. Family health factors
 - A. Mental and emotional
 - B. Physical
 - C. Healthful practices
- II. Major health problems
 - A. Communicable diseases
 - B. Dietary illnesses
 - C. Drugs (alcohol, cigarettes, marijuana, stimulants, depressants, hallucinogens)
 - D. Genetic disorders
 - E. Cardio-vascular diseases
 - F. Cancer
- III. Home care of the sick
 - A. Patient provisions
 - B. Family responsibility
- IV. Health services and costs for the family
 - A. Services
 - 1. Public agencies
 - 2. Private agencies
 - B. Costs
 - 1. Dental
 - 2. Medical
 - 3. Insurance
- V. Safety measures in the home
 - A. Electricity
 - B. Fire
 - C. Medicines and poisons
 - D. Falls
 - E. Disasters
- VI. Career opportunities in health

CONCEPTS: Family Health Factors

OVERALL OBJECTIVES: Demonstrate comprehension of factors that affect mental, emotional, and physical health and practices which enhance family health.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify factors which affect physical and mental health.	Read selected references to identify factors that affect mental and physical health. Participate in buzz groups to discuss degree to which the factors affect health.	Barclay, et al., <u>Teen Guide to Homemaking</u> , 3rd ed., pp. 59-75.
Describe personality qualities as factors that affect mental health.	Observe classmates or other students' characteristics which affect mental and physical health. List factors and discuss observations. From a case study, select factors which affect mental and physical health and discuss positive and negative effects. Read and discuss information on defense mechanisms.	Pamphlet: <u>Metropolitan Life Insurance Company, Looking for Health.</u> Westlake, <u>Relationships - A Study in Human Behavior</u>, pp. 84-85. Pamphlet: <u>Cosgrove and Jose, About You.</u>
Participate in question and answer session on defense mechanisms using a flip chart for illustrations. Complete a check list identifying defense mechanisms. Role play examples of defense mechanisms in behavior. Write a case study by teacher assignment on characteristics, behaviors, and possible solutions to defense mechanisms.		Craig, <u>Thresholds to Adult Living</u>, pp. 57-60.

CONCEPTS: Family Health Factors

OVERALL OBJECTIVES: Demonstrate comprehension of factors that affect mental, emotional, and physical health and practices which enhance family health.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify characteristics determined by heredity and characteristics determined by environment.	Prepare a bulletin board illustrating the steps in problem solving. Demonstrate defense mechanisms and problem solving approaches in a skit. Discuss the different approaches to problems evident in the skit. Read to distinguish between hereditary and environmental characteristics and their relationships to health. Respond to a check list distinguishing the characteristics and write the relationship of each characteristic to health.	McDermott, et. al., <u>Homemaking for Teen-agers</u>, 3rd ed., II, pp. 69-70. Bulletin: National Institute of Mental Health, <u>Selected Sources of Inexpensive Mental Health Materials</u>.
Describe influence of selected inherited and learned characteristics upon health.	List inherited and learned traits. Discuss how they affect health.	Pamphlet: Connecticut Mutual Life Insurance Company, <u>The Next Promotion</u> .
List daily practices which promote good health.	Construct a bulletin board made from magazine pictures illustrating hereditary and environmental characteristics, and discuss characteristics indicated. Participate in a buzz group. Class divide into two buzz groups; one group list factors which promote a healthy environment, the other group list factors which promote an unhealthy environment.	

Family Health Factors

CONCEPTS:

OVERALL OBJECTIVES: Demonstrate comprehension of factors that affect mental, emotional, and physical health and practices which enhance family health.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
	Read related materials to support, reject, or clarify group findings. Discuss buzz group responses. Apply a mock situation to illustrate many negative health factors (poor lighting, ventilation, sanitation and wiring). Identify aspects which have negative effects on individuals. Form groups and discuss ways to remedy the poor practices. View a selected film to learn about importance of physical activity, good nutrition and adequate rest for optimum health.	Packet: Council on Family Health, <u>Safety Measures Are Living Treasures - Programs 2 and 3.</u> Pamphlets: Metropolitan Life Insurance Company, <u>Watching Your Child's Health.</u> U. S. Government Printing Office, <u>Kill Those Roaches for a Clean House.</u> Film: South Carolina State Board of Health, <u>Time of Our Lives.</u>

CONCEPTS: Major Health Problems

OVERALL OBJECTIVES: Demonstrate an understanding of the major health problems caused by communicable disease, diet, drugs, genetics, cancer, and cardio-vascular disease.

BEHAVIORAL OBJECTIVES

Describe symptoms of selected communicable diseases.

LEARNING AND EVALUATION EXPERIENCES

Read the American Red Cross Home Nursing Textbook and selected pamphlets to find causes, symptoms, severity, treatment, and prevention of the following common communicable diseases:

1. Measles
2. Whooping cough
3. Smallpox
4. Tuberculosis
5. Stomach worm
6. Syphilis
7. Gonorrhea
8. Mumps.

Discuss findings with class.

TEACHING RESOURCES

Nursing Services, American Red Cross, American Red Cross Home Nursing Textbook, pp. 55-75.

Pamphlets: Park Davis Company, Truly a Tragedy.

American Medical Association, Family Tips on Health and Safety.

Measles Vaccine.

Key Facts about Tetanus.

Why the Rise in Teenage Syphilis?

Why the Rise in Teenage Gonorrhea?

VD Is Still a World Problem.

What Everyone Should Know about VD.

South Carolina State Board of Health,

Whooping Cough.

Polio.

Diphtheria.

Lockjaw.

A Letter to You, Mother, about Measles and Your Child.

Immunization Stops Rubella.

This Is a Round Worm or a Stomach Worm.

This Mr. T.B. Germ.

CONCEPTS: Major Health Problems

OVERALL OBJECTIVES: Demonstrate an understanding of the major health problems caused by communicable disease, diet, drugs, genetics, cancer, and cardio-vascular disease.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the symptoms of gonorrhea and syphilis. Explain what a person who identifies symptoms of gonorrhea or syphilis should do.	View selected film and/or filmstrip to identify the causes and symptoms of gonorrhea and syphilis. List the symptoms and treatment of the diseases in a teacher-developed chart.	Health Education Service, <u>The Pinworm Pest.</u> Merck, Sharp, Dohme, <u>Dennis Is Told about Rubella.</u> Metropolitan Life Insurance Company, <u>Facts You Should Know about VD - but Probably Don't.</u>
	Use a flip chart to identify communicable childhood diseases - Dippy Diphtheria, Misery Measles, Whoopy Whooping Cough, Locky Lockjaw, Rolly Polio, Sneaky Smallpox. (Cartoons from pamphlet: <u>Don't Take a Chance.</u>)	Film: S. C. State Board of Health, <u>Half a Million Teenagers.</u> Filmstrip: Guidance Associates, <u>VD.</u> Pamphlet: South Carolina State Board of Health, <u>Don't Take a Chance.</u>
	Play "Disease-0" to reinforce knowledge of disease symptoms. Game plays like bingo with questions made to correspond with communicable diseases on cards. Evaluation: Match communicable diseases with their causes and descriptions.	Disease-0-Game.

CONCEPTS: Major Health Problems

OVERALL OBJECTIVES: Demonstrate an understanding of the major health problems caused by communicable disease, diet, drugs, genetics, cancer, and cardio-vascular disease.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
State ways in which diet affects health.	On a bulletin board, view pictures of two girls, one overweight and the other underweight. In a circular response give reasons for both conditions of malnutrition. Read selected references to learn how diets affect health. Verify or reject in writing reasons given above for overweight and underweight. Develop an accordion chart to show the relationship of diet to health and some complications which result from poor diet. In a written report state ways in which one's diet affects health.	McDermott, et al., <u>Food for Modern Living</u>, pp. 203, 213. McDermott, et al., <u>Homemaking for Teen-agers</u>, II, pp. 452-508. Cronan and Atwood, <u>Foods in Homemaking</u>, pp. 140-171. Peyton, <u>Practical Nutrition</u>, pp. 3-9. Hughes and Bennion, <u>Introductory Foods</u>, pp. 1-14. Medred, <u>The World of Food</u>, pp. 382-385.
Identify reasons why people may use drugs.	View selected films and note reasons why people use drugs. Suggest alternate behavior for people who use drugs to solve their problems. Discuss suggestions.	Films: South Carolina State Board of Health, <u>What about Alcohol?</u> <u>Drug Abuse - the Chemical Tomb.</u> <u>Drugs and the Nervous System.</u> <u>L.S.D.: Insight or Insanity.</u> <u>Marijuana.</u> <u>Narcotics: The Inside Story.</u> <u>Narcotics: The Pit of Despair.</u>

CONCEPTS: Major Health Problems

OVERALL OBJECTIVES: Demonstrate an understanding of the major health problems caused by communicable disease, diet, drugs, genetics, cancer, and cardio-vascular disease.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe effects of selected drugs on individuals.	Recall television programs, newspaper articles, stories or personal information to develop a class list of reasons why persons use drugs. Read selected references and make oral report to class on the characteristics and effects of the following drugs: 1. Marijuana 2. L.S.D. 3. Heroin 4. Amphetamines 5. Barbituates 6. Morphine 7. Codeine 8. Nicotine 9. Alcohol.	Metropolitan Life Insurance Company, To Parents about <u>Drugs</u>. To <u>Teens on Druggism</u>. <u>Alcoholism</u>. South Carolina State Board of Health, <u>10 Little Smokers</u>. American Medical Association, <u>The Crutch That Cripples - Drug Dependence</u>. <u>Glue Sniffing</u>. <u>L.S.D.</u> <u>Marijuana</u>. Pharmaceutical Manufacturers Association, <u>Drug Abuse Products Reference Chart</u>. Narcotics Agent. Medical doctor.
Prepare a list of questions to ask a visiting narcotics agent. Respond to a doctor's presentation by writing a summary on "Effects of Drugs on the Human Body." Identify characteristics and effects of drugs by matching drug with symptoms of drug use.		

CONCEPTS: Major Health Problems

OVERALL OBJECTIVES: Demonstrate an understanding of the major health problems caused by communicable disease, diet, drugs, genetics, cancer, and cardio-vascular disease.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
List the symptoms, causes and cures (if any) of selected genetic and cardio-vascular diseases and cancer.	Read selected references to find symptoms, causes and cures (if any) of the following: 1. Diabetes 2. Rheumatic fever 3. Cystic fibrosis 4. Sickle cell anemia 5. Arteriosclerosis 6. Muscular dystrophy 7. Cancer 8. Downs syndrome 9. RH factor defects 10. Blindness. Report findings to class. Make posters on symptoms and causes of genetic disease, cardio-vascular disease, and cancer. View selected films for understanding various genetic diseases and heart disease. Discuss points presented.	Pamphlets: South Carolina State Board of Health, Target - T.B., Heart Disease, Lung Tumor - Get a Chest X-Ray. National Society for Prevention of Blindness, Crossroads at 4. Every Sixteen Minutes. The Case of the Lazy Eye.
		Films: South Carolina State Board of Health, Diabetes and You, Too. Diabetes Unknown. Not Without Hope. Prevention of Disability From Stroke. Congenital Heart Defects. Guard Your Heart. Heart Attack. Heart Disease - Its Major Cause. Pump Trouble. Handle with Care. (Mental Retardation)

CONCEPTS:

Major Health Problems

OVERALL OBJECTIVES: Demonstrate an understanding of the major health problems caused by communicable disease, diet, drugs, genetics, cancer, and cardio-vascular disease.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

TEACHING RESOURCES

Plan and conduct a mock TV program. Compile information learned and present a student "panel of experts" on health problems related to heart disease, cancer and genetic defects.

Given a list of health problems related to heart disease, cancer and genetic defects, list symptoms, causes and cures.

CONCEPTS: Home Care of Sick

OVERALL OBJECTIVES: Demonstrate the ability to apply selected recommended techniques in home care of the sick.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Demonstrate recommended procedure for selected nursing techniques.	Read selected references and discuss techniques of caring for a sick person in the home. Observe student demonstration of the following techniques: 1. Taking a person's temperature 2. Taking pulse and respiration 3. Giving sufficient information in reporting an illness to a doctor 4. Preparing a patient's bed 5. Bathing the patient 6. Grooming of patient 7. Giving medicine 8. Keeping records of medicine given 9. Improvising sick room equipment.	Pollard, et al., <u>Experiences in Homemaking</u>, pp. 72-81. Nursing Services, American Red Cross, <u>American Red Cross Home Nursing Textbook</u>, pp. 201-257.
State guidelines for serving meals to a sick person.	Practice each of the techniques until acceptable performance is achieved by class developed standards. Read suggested references and develop criteria for meal service to a sick person.	McDermott, et al., <u>Homemaking for Teen-agers</u>, 3rd ed., II, p. 508.
State suggestions for entertaining a sick person.	Demonstrate the preparation and service of one of the following diets: liquid, soft, low sodium, low sugar and low cholesterol. Observe demonstration by class members and summarize. Discuss ways of entertaining patients of different ages and with different illnesses.	

CONCEPTS:

Home Care of the Sick

OVERALL OBJECTIVES: Demonstrate the ability to apply selected recommended techniques in home care of the sick.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

TEACHING RESOURCES

Describe ways in which responsibilities of family members shift when a member becomes ill.

Relate from personal experience or observation some ways that a patient could be entertained.

Demonstrate a five minute method of entertaining a pre-school child confined to bed for three weeks.

Draw a cartoon, collect cartoons, or prepare and present a skit showing shifting responsibilities of the family when the mother is sick.

Role play shifting responsibilities of family members, when a member becomes ill.

Discuss responsibilities that you have assumed when a member of your family was ill.

CONCEPTS: Health Services and Costs for the Family OVERALL OBJECTIVES: Demonstrate knowledge of sources, kinds, and costs of health services.		
BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Identify health agencies, their functions and costs of services.	Read selected references and list community agencies that provide health services. Locate community and state sources of health services. Ask parents and friends about health agencies which they have used and what services were provided. Report to class on teacher assigned health service. Search the yellow pages in the local telephone directory for additional services. Using situations provided, role play the procedures to follow in seeking assistance from community health agencies.	Materials from public and private agencies.
Identify an appropriate health service to contact for help with a given health problem.	Contact the County Health Officer or School Health Educator for information on sources, kinds, and costs of health services in the county and state. Survey the class to determine the amount spent by their families on dental and medical services and health insurance for the past year. Examine health insurance policies. Compare coverage with cost of insurance. Write a paper giving an estimate of what a family of four, with an income of \$12,000, can expect to spend on dental and medical services and health insurance.	Local telephone directory. County Health Officer. School Health Educator. Health insurance policies.

Health Services and Costs for the Family
Safety Measures in the Home

CONCEPTS:

OVERALL OBJECTIVES:

Demonstrate knowledge of sources, kinds, and costs of health services.
Demonstrate comprehension of basic safety measures in the home.

BEHAVIORAL OBJECTIVES

LEARNING AND EVALUATION EXPERIENCES

TEACHING RESOURCES

Describe ways to correct hazards in the home caused by electricity, fire, medicines, poisons, and misplaced objects.

Summarize findings about sources, kinds and costs of health services.

Present a playlet showing safety hazards in the home.

Use a safety check list to check your home for safety hazards. Summarize findings and rank hazards from most to least prevalent.

Read selected references to learn of areas in the home which may not be safe. Find suggestions for remedying the hazards.

Playlet: National Safety Council, A Day in the Home.

Lawrence, et al., Your Health and Safety.

Pamphlet: National Safety Council, The Hazard Hunter. (check list)

Packets: National Safety

Council:

Home Safety.

Poison Prevention.

Safety for the Elderly.

Falls Prevention.

Council on Family Health, Mother, Key to Safety in the Home.

Pamphlets: South Carolina

State Board of Health,

Dennis the Menace Takes a

Poke at Poison.

10 Little Bike Riders.

10 Little Children.

10 Little Tasters.

An Ode for the Road.

CONCEPTS: Safety Measures in the Home

OVERALL OBJECTIVES: Demonstrate comprehension of basic safety measures in the home.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe recommended action which families could follow to prepare for selected emergency situations.	From information gained through check list on hazards and selected reading, suggest ways to correct hazards in your home and report to class. Given a selected list of safety hazards, tell ways to correct some of those caused by electricity, fire, medicines and poisons, and objects causing falls. Read selected reference to learn about disaster-caused emergencies. List some such emergencies. Discuss causes and recommend action for the following emergency situations: 1. Floods, hurricanes and tornadoes 2. Fires 3. Explosions 4. Epidemics 5. Enemy-caused disasters. Collect newspaper articles and tabulate disasters in order of frequency so that the importance of studying disaster-caused emergencies might be realized.	<u>Keep It Clean - The Air We Mean.</u> <u>Keep It Clean - The Water We Mean.</u> Barclay, et al., <u>Teen Guide to Homemaking</u>, 3rd ed., pp. 158-160, 167, 405. Nursing Services, American Red Cross, <u>American Red Cross Home Nursing Textbook</u>, pp. 201-257.

CONCEPTS: Safety Measures in the Home			
OVERALL OBJECTIVES: Demonstrate comprehension of basic safety measures in the home.			
BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES	
	Ask a representative of the local Red Cross Chapter to explain the appropriate behavior in disaster-caused emergencies. Discuss the suggestions given. Locate civil defense shelters in your community and choose the shelter your family would use during disaster situations. Investigate shelters to see how they are supplied. Construct a mock shelter in one area of the homemaking department in order to learn how to plan for family survival. Develop survival suggestions for your family in selected emergency situations. Given case studies of selected emergency conditions, identify the best alternatives to take in each situation.	Representative from local Red Cross Chapter. Pamphlets on preparation for disasters from the <u>Office of Civil Defense</u>.	

CONCEPTS Career Opportunities in Health

OVERALL OBJECTIVES: Demonstrate comprehension of a range of career opportunities in health.

BEHAVIORAL OBJECTIVES	LEARNING AND EVALUATION EXPERIENCES	TEACHING RESOURCES
Describe the training, salary range, advancement and fringe benefits for selected health careers.	Participate in a brainstorming session to list health careers. Read selected references to find information related to careers listed in brainstorming session. Work with a partner to devise a chart on which information is recorded concerning training, salary range, advancement and fringe benefits of health careers. Discuss implications of chart. Listen to a health educator speak to the class about career opportunities related to health and compare information with that on chart. Write a short research paper on one health career and report information to class. Discuss new information found. Given a list of ten health careers, discuss in writing the training, salary range, advancements and fringe benefits of five careers.	New York Life Insurance Company, <u>Career Opportunities</u>. Kaufman, 1001 Top Jobs for <u>High School Graduates</u>, pp. 91-108.

Resources for Family Health

Advanced Unit

Books:

- Barclay, Marion, Frances Champion, Jean Brinkley and Kathleen Funderburk. Teen Guide to Homemaking. 3rd ed. New York: McGraw-Hill Book Company, Webster Division, 1972.
- Craig, Hazel. Thresholds to Adult Living. 2nd ed. Peoria: Charles A. Bennett Company, 1969.
- Cronan, Marion, and June Atwood, Foods in Homemaking. Rev. Peoria: Charles A. Bennett Company, 1972.
- Hughes, Osee and Marion Bennion, Introductory Foods. 5th ed. New York: The Macmillan Company, 1970.
- Kaufman, William. 1001 Top Jobs for High School Graduates. New York: Bantom Books, Inc., 1965.
- Lawrence, Thomas, Jessie Clemensen, and Will Burnett. Your Health and Safety. Harcourt, Brace and World, Inc., 1963.
- McDermott, Irene, Jeanne Norris and Florence Nicholas. Homemaking for Teen-agers. 3rd ed. Book II. Peoria: Charles A. Bennett Company, Inc., 1963.
- Medred, Eva, The World of Food. Boston: Ginn and Company, 1970.
- New York Life Insurance Company. Career Opportunities. New York: New York Life Insurance Company Career Information Service, 1969.
- Nursing Services, American Red Cross. American Red Cross Home Nursing Textbook. New York: Doubleday and Company, Inc., 1963.
- Peyton, Alice, Practical Nutrition. 2nd ed. Philadelphia: J. B. Lippincott Company, 1962.

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Books:

Pollard, Belle, Helen Laitem and Frances Miller. Experiences in Homemaking. Boston: Ginn and Company, 1968.

Westlake, Helen. Relationships - A Study in Human Behavior. Boston: Ginn and Company, 1969.

Bulletins and Pamphlets:

American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60510.

Glue Sniffing

Key Facts About Tetanus

L.S.D.

Marijuana

Measles Vaccine

The Crutch That Cripples: Drug Dependence

Timely Tips on Health and Safety

VD Is Still a World Problem

What Everyone Should Know About VD

Why the Rise in Teenage Gonorrhea?

Why the Rise in Teenage Syphilis?

Channing L. Bete Company. What Everyone Should Know about VD. Greenfield, Massachusetts.

Connecticut Mutual Life Insurance Company. The Next Promotion. Hartford, Connecticut.

Council on Family Health, 485 Madison Avenue, New York, New York 10022.

Mother, Key to Safety in the Home (Packet)

Safety Measures Are Living Treasures (Packet)

Resources for Family Health

Advanced Unit

Bulletins and Pamphlets:

Health Education Service. The Pinworm Pest. P. O. Box 7283, Albany, New York 12224.

Merck, Sharp and Dohme. Dennis Is Told about Rubella. Division of Merck and Company, Inc., West Point, Pennsylvania 19486.

Metropolitan Life Insurance Company, One Madison Avenue, New York, New York 10010.

Alcoholism

Facts You Should Know about VD - But Probably Don't

Home Nursing Handbook

Looking for Health

To Parents - about Drugs

To Teens on Druggism

Watching Your Child's Health

National Institute of Mental Health. Selected Sources of Inexpensive Mental Health Materials.
National Clearinghouse of Mental Health Information, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611.

Kits:

Falls Prevention

Home Safety

Poison Prevention

Safety for the Elderly

National Society for Prevention of Blindness, Inc., 16E 40th Street, New York, New York 10016.
Crossroads at 4

Every Sixteen Minutes

The Case of the Lazy Eye

Resources for Family Health

Advanced Unit

Bulletins and Pamphlets:

- Parke Davis Company. Truly a Tragedy. Ietroit, Michigan 48232.
- Pharmaceutical Manufacturers Association. Drug Abuse Products Reference Chart. 1155 Fifteenth Street, N.W., Washington, D. C. 20005.
- Science Research Associates. Cosgrove, Marjorie and Mary Jose. About You. 259 E. Erie Street, Chicago, Illinois.
- South Carolina State Board of Health, J. Marion Sims Building, Columbia, South Carolina 29201.
- A letter to You, Mother, about Measles and Your Child
- An Ode for the Road
- Dennis the Menace Takes a Poke at Poison
- Diphtheria
- Directory of Services
- Don't Take a Chance
- Half a Million Teenagers
- Immunization Stops Rubella
- Keep It Clean - The Air We Mean
- Keep It Clean - The Water We Mean
- Lockjaw
- Polio
- Target: TB, Heart Disease, Lung Tumor - Get A Chest X-Ray
- This Is a Round Worm Or a Stomach Worm
- This Is Mr. TB Germ
- 10 Little Bike Riders
- 10 Little Children
- 10 Little Smokers
- 10 Little Tasters
- Whooping Cough

Resources for Family Health

Advanced Unit

Bulletins and Pamphlets:

United States Government Printing Office. Kill Those Roaches for a Clean House. Superintendent of Documents, Washington, D. C. 20402.

Films and Filmstrips:

Guidance Associates. VD. Harcourt, Brace and World, Pleasantville, New York 10570.

South Carolina State Board of Health, J. Marion Sims Building, Columbia, South Carolina 29201.

Congenital Heart Defects

Diabetes and You, Too!

Diabetes Unknown

Drug Abuse - the Chemical Tomb

Drugs and the Nervous System

Guard Your Heart

Half a Million Teenagers

Handle with Care (Mental Retardation)

Heart Attacks

Heart Disease - Its Major Cause

L.S.D. - Insight or Insanity

Marijuana

Narcotics - The Inside Story

Narcotics - The Pit of Despair

Prevention of Disability From Stroke

Pump Trouble

Time of Our Lives

What about Alcohol?